Willows Community High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Willows Community High School
Street	823 West Laurel Street
City, State, Zip	Willows, CA 95988
Phone Number	(530) 934-6605
Principal	Dr. Mort Geivett
E-mail Address	mgeivett@willowsunified.org
Web Site	http://www.willowsunified.org/wchs/
CDS Code	11-62661-1130038

District Contact Information	
District Name	Willows Unified School District
Phone Number	(530) 934-6600
Superintendent	Mort Geivett, Ed.D.
E-mail Address	mgeivett@willowsunified.org
Web Site	www.willowsunified.org

School Description and Mission Statement (School Year 2016-17)

Willows Community High School (WCHS) is in the Willows Unified School District and serves students in grades 10-12. WCHS is an alternative educational setting designed to provide a comprehensive curriculum to meet the needs of students at risk of not meeting graduation requirements and/or preparation for college or career.

Many of the WCHS students have experienced issues with poor attendance, discipline, and/or poor grades. WCHS allows its students opportunities for academic and behavioral success through curriculum and programs that are geared toward their individual learning styles and ability levels.

WCHS embraces the district-wide mission statement "Preparing today's students for tomorrow's challenges," and works with students accordingly.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	2
Grade 11	6
Grade 12	17
Total Enrollment	25

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	4
Asian	4
Filipino	0
Hispanic or Latino	60
Native Hawaiian or Pacific Islander	0
White	20
Two or More Races	0
Socioeconomically Disadvantaged	84
English Learners	24
Students with Disabilities	4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
• Pupils have access to standards-aligned instructional materials; and
• School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	1	1	2	71
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.1	1.9
High-Poverty Schools in District	98.1	1.9
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 05-05-2016

The Williams legislation demands that all schools have enough books in core classes for all students. The law also demands districts to purchase standard-based textbooks that align to the California State Standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Elements of Writing Holt, Rinehart & Winston Writers Choice 11 & 12 Glenco-McGraw Hill English Literature, Inter Active Reader Workbook, Literature (Prentice Hall), The Cornerstone Anthology (Globe)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Algebra I & Pre-Algebra Prentice-Hall Basic Mathematics wkbk/hardback Fundamentals of Mathematics Houghton Mifflin Geometry-Tools for Changing World Bass, Hall, Johnson & Wood	Yes	0
Science	Biology "An Everyday Experience" -Glencoe Earth Science-Prentice Hall	Yes	0
History-Social Science	The Americans McDougal Littell Modern World History McDougal Littell	Yes	0
Health	Decisions for Health- Steck-Vaughn Health - Holt, Rinehart & Winston	Yes	0
Visual and Performing Arts	Exploring Art Media Short lesson in Art History- T. Weston	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

In August 2007, the District Office relocated to the west side of the permanent building. The relocation has been successful for both the District and the Community High School.

The safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair of the buildings are important to the school and district. Most recently, improvements were made to the classroom and office heating and air conditioning systems as well as the outside security lighting. The parking lot and "hard court" play area was also resurfaced.

The facility consists of one permanent building for the office and one portable building for the classroom. Breakfast and lunches are prepared at the comprehensive high school and transported to our facility on a daily basis. A part-time custodian and the district maintenance and grounds personnel help to provide safe, clean, and well-kept classroom and office facilities.

To determine the condition of our facilities, our district annually performs an inspection using a survey called the Facilities Inspection Tool (FIT), which is issued by the Office of Public School Construction. Information and data from the FIT survey were used in putting together this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/26/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/26/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/26/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	0	--	22	32	44	48
Mathematics	0	--	12	20	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	45	43	33	31	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	123	119	96.8	44.5
Male	62	61	98.4	47.5
Female	61	58	95.1	41.4
Hispanic or Latino	55	55	100.0	36.4
White	59	56	94.9	51.8
Socioeconomically Disadvantaged	68	65	95.6	33.9
English Learners	11	11	100.0	

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

We do not offer Career Technical Education courses at our school.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	na
% of pupils completing a CTE program and earning a high school diploma	na
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	na

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.15
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents have several opportunities to become involved in their child's education through Back to School Night or Parent Volunteer Participation. Please contact the school principal, Dr. Mort Geivett, to find out how you can participate.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	15.00	11.30	10.30	15.00	11.30	10.30	11.40	11.50	10.70
Graduation Rate	82.68	84.68	85.98	82.68	84.68	85.98	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	75	86	86
Black or African American	0	100	78
American Indian or Alaska Native	100	100	78
Asian	0	100	93
Filipino	0	0	93
Hispanic or Latino	50	77	83
Native Hawaiian/Pacific Islander	0	100	85
White	100	93	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	0	80	66
English Learners	0	100	54
Students with Disabilities	100	93	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	12.2	2.3	4.5	2.7	2.4	4.4	3.8	3.7
Expulsions	6.5	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Safety is a high priority at Willows Community High School. An extensive school safety plan, updated annually, in accordance with SB 187, has been developed and implemented. This plan includes the following emergency procedures: traumatic incidents, imminent danger procedure-Code Red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. The plan was reviewed and updated September, 2016.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	4	7			6	4	1		8	2		
Mathematics	6	4			24		1		12	1		
Science	7	3			11	2			12	2		
Social Science	3	10			5	5			4	2		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$10,986	$1,517	$9,431	$96,467
District	N/A	N/A	$32,515	$81,211
Percent Difference: School Site and District	N/A	N/A	-71.0	18.8
State	N/A	N/A	$5,677	$60,705
Percent Difference: School Site and State	N/A	N/A	66.1	58.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

We are required to report financial data from the 2015-16 school year by the California Department of Education. More recent financial data is available on request from the district office. It is important to note when comparing Teacher and Administrative Salaries, these salaries include BOSS (Benefits on Salary Schedule).

Spending per Student :

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA) for the 2015-16 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,860	$40,430
Mid-Range Teacher Salary	$75,360	$58,909
Highest Teacher Salary	$96,467	$77,358
Average Principal Salary (Elementary)	$98,829	$94,634
Average Principal Salary (Middle)	$118,929	$97,839
Average Principal Salary (High)	$123,631	$100,453
Superintendent Salary	$144,547	$123,728
Percent of Budget for Teacher Salaries	38%	32%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Our teacher and other staff members take time each year to improve their practices and to extend their knowledge of the subjects they teach and the skills they must possess to work successfully with our students. Much of the past trainings have been related to state standards and technology use both inside and outside the classroom.

Additionally because teachers share students throughout the day, teachers collaborate on lessons presented, materials used, and appropriate strategies to help students reach their goals. Teachers are encouraged to use collaboration time provided, on average, two times per month, to meet and discuss common issues and program effectiveness.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course he/she is teaching, that course is counted as an out-of-field section. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About 94 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared with 33 percent of core courses taught by such continuation high school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared with five percent of teachers in continuation high schools statewide.